

**BY ORDER OF THE COMMANDER
EDWARDS AIR FORCE BASE**

**EDWARDS AIR FORCE BASE
INSTRUCTION 36-502**



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Personnel

**412TH TEST WING CAREER
DEVELOPMENT**

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This publication implements Air Force Instruction (AFI) 36-502, *Managing Civilian Personnel Resources*. It provides local policy and identifies the responsibilities for developing the Appropriated Funded civilians under the 412th Test Wing (412 TW) Career Development Plan. The chapters within this instruction will focus on roles and responsibilities, leadership development, training and job skills development, education and experience. These sections will aid in the developmental needs for employees spanning each phase of a typical career, i.e., new hire, developing employee to journeyman, new supervisor, non-supervisory (individual) leader, and seasoned supervisor. Supervisors must implement this instruction in conjunction with the 412 TW Human Capital Strategic Plan to ensure related goals and objectives are met. The 412 TW is committed to deliberate force development based on recruiting, developing and retaining diverse workforce by enhancing leadership/management skills through education, building functional skills with training and applying the skills through experience. This publication does not apply to Air National Guard or Air Force Reserve Command Units. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the appropriate functional chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of IAW Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS). There are no authorities to waive wing/unit level requirements in this publication. This publication may be supplemented at any level, but all supplements that directly implement this publication must be routed to the OPR of this publication for coordination prior to certification

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1. Roles and Responsibilities:

1.1. Human Resources Management. An effective Human Resources Management strategy fosters the growth of civilians.

1.2. Commanders/Directors Responsibilities:

1.2.1. Ensure accurate Position Requirements Document (PRD) for AcqDemo and Position Description (PD) for Non-AcqDemo Positions are kept up to date.

1.2.2. Ensure responsible management officials implement the organizational career development plans.

1.2.3. Ensure managers and supervisors are knowledgeable and trained.

1.2.4. Express support and commitment to the 412 TW career development plans.

1.2.5. Provide adequate resources, based on availability of funds for the program including provisions for financial planning.

1.3. Functional Managers and Supervisors Responsibilities:

1.3.1. Identify positions which may be filled utilizing established career development plans while in line with the mission and needs of the installation.

1.3.2. Identify Knowledge, Skills and Abilities (KSAs), education, Civilian Development Education (CDE), and training required at each step of the 412 TW career development plans.

1.3.3. Restructure positions to increase developmental opportunities, if applicable.

1.3.4. Counsel and encourage employees to apply and pursue education, training and CDE developmental opportunities.

1.3.5. Provide periodic evaluation of employee's performance and progression.

1.3.6. Provide regular and recurring feedback.

1.3.7. Recognize and award exemplary performance.

1.3.8. Ensure personnel records are maintained in accordance with (IAW) AF Pamphlet 36-106, *Supervisor's Records*. The Supervisor's Employee Work Folder (SEWF) is a set of records used in managing the performance of employees at the unit level. It consists of records (e.g., Supervisor's Employee Brief and related documents) at or near the work site depending on conditions of the supervisor and employee relationship to the work site, such as: availability of secure storage containers; facilities for counseling in private; distances between work site, crew office, and supervisor's and manager's office; climate; availability of transportation; etc. SEWF Guidance is available and provided by the local Civilian Personnel Section (CPS) within the Force Support Squadron.

1.3.9. Identify list of coaches/mentors to assist with skill/career development.

1.3.10. Ensure professional certification requirements are met.

1.3.11. Provide opportunities for employees to apply strategic thinking education and leadership training to local organization strategic actions and goals.

1.3.12. Provide opportunities for employees to assist in developing strategic plans in the local organization with additional opportunities that influence the Group (e.g., Operations, Engineering, etc.,) and the 412 TW.

1.4. Responsibilities of the Civilian Personnel Officer or Designee:

1.4.1. Design and implement all elements of the 412 TW career development programs.

1.4.2. Serve as the Commander's coordinator of the 412 TW career development program.

1.4.3. Assist functional managers and supervisors to identify positions to be filled through the organizational career development paths.

1.4.4. Publicize 412 TW career development programs.

1.4.5. Support succession planning activities across the wing.

1.4.6. Develop and implement Air Force and Air Force Materiel Command high grade selection procedures and provide management advisory as requested.

1.4.7. Ensure the SEWF records/policies are updated.

1.4.8. Serve as an advisor for the 412 TW mentoring program.

1.5. Hiring. Office of Personnel Management (OPM) Classification System establishes or approves qualification standards for positions in the competitive service. Under the Federal Wage System, Acquisition Demonstration (AcqDemo) qualification standards will be used. Qualification standards prescribe the minimum experience, training, education, and physical requirements, or otherwise specify required KSAs necessary for successful performance in the position. OPM qualification standards are required to prepare employees for internal career advancement. The Pathways, PALACE Acquire and Copper Cap programs are available to prepare managers for hiring external students or interns.

1.6. Position Requirements Document (PRD) for AcqDemo and Position Description (PD) for Non-AcqDemo.

1.6.1. Under the AcqDemo, a PRD must be developed and approved whenever there is any change in occupational series, title, career path, broadband level, or KSAs. The PRD combines the position information, staffing requirements, and contribution factors into a single document.

1.6.2. The PRD will be signed and certified for documented use in the contribution-based compensation and appraisal system by the commander (or the manager to whom the commander has delegated authority), and the first-level supervisor of the position. A copy will be provided to the employee. A copy will also be maintained with the SEWF which contains records of the employee.

1.6.3. Classification authority for AcqDemo positions are delegated to the 412 TW Vice Commander, Test Management Group, Group Commander and Civilian Leader positions and cannot be further delegated. If the delegated classifying authority position becomes vacant, the new incumbent will assume this responsibility and authority. The authority

applies to military and civilian personnel who supervise and/or manage AcqDemo employees.

1.6.4. Requesting Position Review. A Local Coordination Sheet is used to document coordination, local review and approval prior to submitting an Air Force Personnel Center (AFPC) classification request. Additional information and classification guidance may be provided by the local Civilian Personnel Section (CPS) within the Force Support Squadron.

1.6.5. IAW Office of Personnel Management Classification System, general Occupational Series is used across the 412 TW to allow for cross flow and execution of applicable succession planning. At the NH-III and NH-IV broadband levels, the depth of experience and/or education in the primary KSAs identified in the PRD will be required to assess qualifications. Therefore, career development planning may require developmental assignment or position restructure.

Table 1. Commonly Used Occupational Series.

Series Number	Series Title	Position Description
0301	Miscellaneous Administration and Program	Positions frequently involve mixtures of work classifiable in more than one occupational series. As a general rule, mixed positions should be classified in the series appropriate for the paramount qualifications required. If qualifications in two or more occupations are equally important, the position should be classified in the series appropriate to the grade controlling duties.
0501	Financial Management	Positions whose duties are to advise on, administer, supervise, or perform professional, technical, or related clerical work of an accounting, budget administration, related financial management, or similar nature in more than one series within the different 500 series. No degree is required for the series but is highly recommended. As a general rule, mixed positions should be classified in the series appropriate for the paramount qualifications required. If qualifications in two or more occupations are of equal importance, the position should be classified in the series appropriate to the grade controlling duties.
0801	Engineering and Architecture	This series covers positions managing, supervising, leading, and/or performing professional engineering and scientific work. This series is applicable when the work of the position: requires knowledge and skills in two or more professional engineering series within the Engineering and Architecture Group, 0800, and no one discipline is paramount; or is consistent with engineering work in this occupational group, but is not covered by an established series in this Job Family Standard . The National Science Foundation (NSF) manages a system of functional classification codes to describe the work of scientists and engineers. NSF uses this data to conduct studies of the science and engineering workforce. OPM requires agencies to document and maintain functional classification codes for positions in science and engineering occupations to meet the needs of NSF. Agencies must assign a functional classification code to each of the positions classified to the Engineering and Architecture Group, 0800 series.

1.6.6. The General Schedule (GS) system requires all civilian employees to have a formalized PD. A position description is a statement of the major duties, responsibilities, and supervisory relationships of a position. It should be kept up to date and include information about the job which is significant to its classification. It should clearly define the major duties assigned, the nature and extent of responsibility in carrying out those duties, qualification requirements, specialized requirements not readily apparent, etc.

1.6.7. Under the federal wage scale, the policies and practices for PDs are based upon the principles that: wages shall be fixed and adjusted from time to time as nearly as is consistent with the public interest in accordance with prevailing rates (accomplished in a wage survey).

1.7. Succession Planning/Career Development. There are two basic components to the succession planning process: (1) a proactive and deliberate career planning and force development process and (2) the process to fill vacant positions. Succession planning helps to ensure that employees have the roles and responsibilities, leadership development, training and job skills development, education and experience to meet the strategic challenges of the organization and ensures a balance between employee needs and mission needs across the TW enterprise. Succession planning assists employees in identifying and obtaining skills commensurate with their career development goals, but does not pre-qualify or guarantee that a specific person will be selected to fill a specific position. Effective succession planning requires the active and continual participation of employees, immediate supervisors, and flight, squadron, group, and TW leadership. Succession planning includes key management tools such as management reassignments, competitive and non-competitive details, and temporary and competitive promotions. HR advisors help managers identify, develop and select successors who are the right people, with the right skills, at the right time for leadership and other key positions.

2. Leadership Development

2.1. Strategic Thinking. The career development process must be focused on enhancing leadership at all levels within the organization. A broader understanding of leadership skills and concepts will enable the workforce to operate in a more unified and cohesive manner. Developing leaders who align individual and unit goals with the strategic goals of the organization increases unity of effort and fosters a climate of creativity and innovation. It is important to encourage and grow strategic thinking at the lowest levels and nurture these skills as personnel assume greater leadership responsibility within the organization. Developing emotional intelligence, problem solving methodologies, communication skills, and cultivating and building relationships are all essential elements of growing a leadership culture by elevating the strategic mindset across the organization. In addition, supervisors will work to provide opportunities for employees to apply strategic thinking education and leadership training to local organization strategic actions and goals.

2.2. Strategic Planning. Strategic planning is an essential function of leadership and acquiring the strategic thinking skills to effectively develop strategic plans for an organization must be emphasized in career development. Our changing environment requires leaders to have knowledge of a vast amount of information with bearing on the mission they are charged with executing. Current policies, guidelines, plans, priorities,

resources, workloads, requirements, capacities, constraints, and a myriad of other factors impact current and future operations and provide the framework for strategic planning across an organization. It is imperative that strategic planning concepts be integrated into the career development framework of our future leaders. Strategic planning skills provide a sound foundation for leaders at all levels who must balance the demands of executing the mission today, with the need to envision and prepare for the mission we will be executing tomorrow. Supervisors will work to provide opportunities for employees to assist in developing strategic plans in the local organization with additional opportunities that influence the Group (e.g., Operations, Engineering, etc.) and the 412 TW.

2.3. Coaching/Mentoring. Mentoring is an essential ingredient in developing well-rounded, professional, and competent future leaders. The overall goal of mentoring is to help Airmen reach their full potential, thereby enhancing the professionalism of the Air Force. 412 TW Mentoring information is found on the local TW SharePoint site.

2.4. Feedback. Feedback is helpful information, constructive criticism, and reinforcing good performance that is given to someone to say what can be done to improve a performance, process, procedure or system within the workplace. Career development should be a topic of feedback. Commanders/Directors, Managers, and Supervisors should encourage/counsel employees to seek out professional volunteer opportunities for experience. It is essential that all 412 TW Commanders/Directors, Managers, and Supervisors provide regular and recurring feedback at a minimum of twice a year (mid-term and annual) to all employees. The feedback should cover the topics: roles and responsibilities, leadership development, training and job skills development, education and experience.

3. Training and Job Skills Development

3.1. Education Training Management System (ETMS)/Individual Development Plan (IDP)

3.1.1. ETMS is the AFMC mandated web-based education and training system, designed to facilitate training planning, programming, budgeting, and execution processes. Edwards uses ETMS to systematically identify and process training requirements and completions. The SF-182 is the request, authorization, agreement and certification for training form, which is used to document instances of completed civilian employee training in the Department of Defense (DoD). SF182s are initiated, reviewed and authorized through ETMS.

3.1.2. MyETMS is a web-based interactive sub-system of ETMS, allowing an individual to input IDP requirements, career goals, and initiate an SF182.

3.1.3. IDPs are written plans in MyETMS outlining the training and progress of an employee new to an organization work-site or for which the documentation of an employee's training and progress is desired. An IDP is also used to document training and experience requirements to ensure specific competencies are strategically aligned with the organization's mission. They also serve as an important mentoring tool used for outlining desired career path progression. IDPs are for employees not covered by a formal training program for which a formal training plan would be required. The IDP is tailored to individual employee needs and is based on the employee's job description.

AFMC civilians should have a validated IDP within the initial 90 days of the employee's assignment. IDPs are required for the acquisition workforce throughout their careers.

3.2. Skills Development. Commanders/Directors, Functional Managers and Supervisors will ensure personnel are provided occupation specific training to satisfy the KSAs associated with their assigned PRD or PD. In addition, they will work to provide opportunities to pursue development of skills within the Core Competencies of Leadership, Collaboration and Team Orientation, Communication, Strategic Thinking, Planning, Organizing, Cultural Sensitivity and Understanding, Critical Thinking, Problem Solving, Reasoning, and Customer Orientation. These Core Competencies are essential to leadership development and provide a foundation of interpersonal skills necessary for personnel to develop toward the Executive Core Qualifications including: Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions/Communications. This developmental framework ensures personnel are trained for their specific jobs and encourages pursuit of continued development and advancement.

3.3. Professional Certification. Professional Certification is often called certification or qualification, is a designation earned by a person to assure qualification to perform a job or task IAW AFI 36-2201, *Air Force Training Program*, AFMCI 36-2602, *Maintenance Workforce Development Program* and 10 USC [Chapter 87](#), *Defense Acquisition Workforce*. The following table includes some but not all certifications that are required/desired under the 412 TW:

Table 2. Professional Certifications.

Certification Name	Levels/Additional Courses
DoD Personnel Security Adjudicator Professional Certification (APC)	
DoD Financial Management Certification Program	
Acquisition Professional Development Program (APDP)	Financial Management Cost Estimating Levels I, II, and III Test and Evaluation Levels I, II, and III Program Management Levels I, II, and III
Certified Defense Financial Manager Program (CDFM)	
Certified Government Financial Manager (CGFM)	
Certified Public Accountant License (CPA)	
Certified Cost Estimator/Analyst Certification (CCEA)	
CompTIA Security+ Course	
Backflow Prevention; Water Treatment; Water Distribution IAW CA Title 22	
Overhead Crane Inspector Certification IAW OSHA 29 CFR 1910-1926	
Air Force Fire Suppression Certification	
Project Management Professional Certification (PMP)	
Professional Maintenance Certificate Program (PMXCP)	
Air Force Smart Operations for 21 st Century (AFSO21)	
Six Sigma	
Theory of Constraints	
Maintenance Workforce Development Program – Wage Leader (MWDP-WL)	

4. Experience

4.1. **Experience.** Leadership competencies of the civilian workforce require appropriate learning opportunities (including education, training, self-development, and assignments). 412 TW employees may be provided opportunities, i.e., assignment of work, focus groups, and special projects to broaden their experience and increase leadership capability. 412 TW focus is to grow civilians with depth/breadth of experience to assume operational, strategic and leadership responsibilities outlined within the AF Strategic Master Plan.

4.2. **Developmental Assignments.** 412 TW supervisors in conjunction with functional managers and HR advisors will consider appropriate developmental assignments to facilitate movement and/or advancement utilizing any/all 412 TW career development plans. The Air Force Education with Industry (EWI) programs are established and designed to develop qualities and abilities in selected civilians necessary for effective management and professional or technical leadership; and to provide an understanding of organizational structure, management methods, and technologies of modern industry.

4.2.1. On-the-Job Training. Training taking place in a normal working situation. It is a one-on-one training located at the job site, where someone who knows how to do a task shows another how to perform it.

4.2.2. Career Broadening. The Air Force Career Broadening Program is an integral part of the Air Force's leadership development framework. Its purpose is to provide structured developmental opportunities that broaden and enhance leadership skills of high-potential employees. It is a highly competitive program aimed to develop and help shape our workforce to meet the next generation of civilian leadership needs.

4.2.2.1. The program targets current internal Air Force federal civilian employees in the competitive service, primarily at the permanent GS-12 through GS-14 grade levels (and equivalents). Career broadening assignments are limited assignment duration; typically ranging from 24 to 30 months, but may be up to 36 months. Currently, 17 career fields outlined in AFMAN 36-606, *Civilian Career Field Management and Development* and AFI 36-401 offer career broadening opportunities: Civil Engineer, Communications & Information, Contracting, Financial Management, Force Support, History & Museums, International Affairs, Legal, Logistics, Operations, Program Management, Public Affairs, Safety, Scientist & Engineer, Security, Special Investigations, and Weather.

4.2.3. Depth and Breadth. Completion of both academic degrees and CDE are emphasis areas for professional development. Tactical level and early operational level development focuses on individual professional and technical proficiency. Operational and strategic level development adds focus on Intermediate through Senior CDE, advanced academic degree completion, supervisory experience and depth and breadth of job experiences within the functional career field, and corporate breadth at multiple organizational levels of the Air Force.

4.2.4. Exchange Programs. In today's dynamic global security environment, building strong relationships with allies and partners has never been more relevant, or more important. International relationships are critical enablers for US Air Force expeditionary air and space forces conducting global operations and fighting the war on terrorism.

Building these critical relationships requires skilled, knowledgeable, and experienced International Affairs professionals to execute programs in support of the US Air Force mission and US national security objectives. These programs include political-military affairs, security assistance, foreign disclosure and export control, technology and information transfer, military personnel exchange programs, and cooperative research development and acquisition.

5. Education. The Air Force's success in carrying out its mission is increasingly dependent on higher education. To meet the constantly changing demands and expectations, the 412 TW organizational career development plans encourage completion of advanced degrees to enhance competitiveness for journeyman level and executive level positions.

5.1. Professional Programs. The development and leadership programs offered through the CDE program are designed to prepare current and future leaders with the skills to meet both corporate Air Force and functional leadership requirements. This is accomplished by selecting the right person at the right time for the right training and putting that training to work in an appropriate follow-on assignment. HQ AFPC sends out the CDE Call in Feb/Mar of every year. Civilians who desire to compete for CDE opportunities have from 1 March until 1 May of every year to submit their nomination. Nominations will not be accepted through other avenues and must be submitted by the individual. The objective of CDE and academic education is to enhance performance in each development phase. Air Force employees who meet basic eligibility may apply for a CDE program. Academic education rounds out an employee's ability to perform at higher levels of responsibility by refining critical analytical and communication skills.

5.1.1. CDE Program. Basic/Primary Developmental Education encompasses Civilian Acculturation Leadership Training (CALT), Defense Civilian Emerging Leader Program (DCELP), Primary Development Education - Squadron Officer's School (SOS) accepts GS 09-12 and NH-II, NH-III, NK-III, WS-6 and WG-10.

5.1.2. Intermediate Developmental Education encompasses Air Command and Staff College On-Line Master's Program, Air Command and Staff College In-Residence accepts GS 12-13, NH-III, NJ-IV, WG-10, WL-9 and WS-8 and above, EWI, Executive Leadership Development Program, Air Force Legislative Fellows Program, Air Force National Laboratories Technical Fellowship Program, and Academic Programs (Master's Degree, Harvard, Princeton, AFIT)536.

5.1.3. Senior Development Education encompasses Defense Senior Leader Development Program, Dwight D. Eisenhower School for National Security & Resource Strategy, Air War College accepts GS 14-15 and NH- IV, RAND Fellowship, Excellence in Government, Air Force National Laboratories Technical Fellowship Program, Academic Programs (Master's Degree, Stanford, MIT, Harvard, Princeton, AFIT), Strategic Leadership Education I (STRAT I), Strategic Leadership Education II (STRAT II), and Strategic Leadership Education III (STRAT III).

5.1.4. Transition Civilian Development Plan (T-CDP). All Air Force employees who meet basic eligibility may apply for a CDE program but employees in the following Career Fields must have a completed T-CDP on file or the individual's package will not be vectored by the Developmental Team (DT) for CDE consideration: Science &

Engineering (no older than 3 years), International Affairs, Financial Management, Security, Force Support and Weather.

5.1.5. Civilian Development Resources Center (CDRC). The CDRC was designed to help in the process of civilian employees' self-development. CDRC is designed to help employees acquire the competencies needed to guide them on their personal development journey. CDRC is a great resource for those seeking no-cost professional development delivered via a flexible platform.

5.2. **Civilian Tuition Assistance.** The tuition assistance program is offered through the base education office. Some career field specific tuition assistance programs are also available. Coordinate with your leadership/education office to determine which programs are applicable. These programs include: Long Term Full Time Training, Academic Degree and Certification Training – Part Time, and Acquisition Tuition Assistance, Career Field Team Tuition Assistance

CARL E. SCHAEFER, Brigadier General, USAF
Commander

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFPD 36-502, *Managing Civilian Personnel Resources*, 30 March 1994

AFMAN 33-363, *Management of Records*, 1 March 2008

AF Pamphlet 36-106, *Supervisor's Records*, 20 December 1993

ACQDEMO Guide, *DoD Civilian Acquisition Workforce Personnel Demonstration Project Operating Procedures*, 15 May 2003

IAW *Office of Personnel Management Classification System*

AFI 36-2201, *Air Force Training Program*, 15 September 2010

AFMCI 36-2602, *Maintenance Workforce Development Program*, 1 March 2013

10 USC Chapter 87, *Defense Acquisition Workforce*, Current through Public Law 114-38

Air Force Strategic Master Plan, May 2015

AFMAN 36-606, *Civilian Career Field Management and Development*, 3 May 2011

AFI 36-401, *Employee Training and Development*, 28 June 2002

USA Jobs - <https://www.usajobs.gov>

Adopted Forms

AF Form 847, *Recommendation for Change of Publications*

SF-182, *Authorization, Agreement and Certification of Training*

Abbreviations and Acronyms

AcqDemo—Acquisition Demonstration Project

AFMC—Air Force Material Command

AFPC—Air Force Personnel Center

CALT—Civilian Acculturation Leadership Training

CC—Commander

CDE—Civilian Developmental Education

CDRC—Civilian Development Resources Center

CL—Civilian Leader

CPD—Civilian Professional Development

CV—Vice Commander

DCELP—Defense Civilian Emerging Leader Program

DOP—Developmental Opportunity Program

DS—Director of Staff

DT— Developmental Team

ETMS— Education Training Management System

EWI— Air Force Education with Industry

GS—General Scale

HQ AFPC—Head Quarters Air Force Personnel Center

HR—Human Resources

IAW—In accordance with

IDP—Individual Development Plan

KSA— Knowledge, skills, and abilities

NSF— National Science Foundation

OPM—Office of Personnel Management

OSHA—Occupational Safety and Health Administration

PD— Position Description

PRD— Position Requirement Document

SOS— Squadron Officer's School

SPT— Succession Planning Tool Kit

STRAT— Strategic Leadership Education

T—**CDP** - Transition Civilian Development Plan

TMG—Test Management Group

TW—Test Wing